

Teacher Evaluation Advisory Committee

April 1, 2010

Subcommittee Pre K – 3

Committee Members:

Patty Kiddy – Sub-Committee Chairperson, First Grade Teacher, Selmer Elementary School

Dr. Tim Webb - Commissioner of Education

Meredith Ross – SCORE Researcher

Mike Edwards – Knoxville Chamber of Commerce

Barbara Denson –Facilitator, TN Department of Education – Office of Instructional Leadership

The committee met for just over an hour after the main committee met. The meeting was held in room 220 of the TEA building in Nashville, TN. Housekeeping issues were discussed. Contact information was collected. The next meeting date will not be set until after the main committee meets. One guest was present for this meeting to share information concerning early childhood assessment. The guest was Ms. Bobbi Lussier. One member was absent; Dr. Tim Webb.

During the meeting, the committee looked at two (2) samples of formative assessment that could be used to chart growth in grades pre K – 3. Both assessments are based upon Vigotskeys' model. Greeneville City uses Renaissance Star. Athens uses Pearson's Childrens' Progress. Both districts could serve as an example or provide site visits to observe the data collected and the students' engagement. Building a state standards aligned assessment for Tennessee was mentioned, but deemed most likely time and cost prohibitive. Dibels and Brigance K1 were also discussed as diagnostic/ pretest – post test examples in use.

The committee also discussed how assessment for early childhood needs to be developmentally appropriate and engaging. Children of this age range have to socially and mentally adjust to school. Teachers have to work toward skill development and mastery, but also, nurture the social and emotional growth of a child.

It was suggested that districts could be surveyed, using Survey Monkey, to determine what was already being used and how the data were applied to classroom instruction. Data reports should come from appropriate assessments that are aligned to state standards, gather data that can be used appropriately to measure teacher effectiveness, and should be embedded into the curriculum so as not to appear to be extra work or more stress for the students. The assessments should be continuous from grade to grade to help ensure homogenous comparisons in data from year to year for each child/class.

Questions raised by the committee in addition to the five questions developed by Score, the Governor's office and the Department of Education are as follows:

1. What assessments exist for PK-3? What assessments are other states using?
2. What PK-3 assessments are being used currently in Tennessee districts, and how are they being used?
3. Will school wide TVAAS growth be used for PK-3 teachers? Could school wide TVAAS growth at the school that the PK-3 grades feed into be used for PK-3 teachers?
4. What is an age-appropriate assessment for early childhood students, and in particular one that measures growth?
5. What are the roles of formative and summative assessment?
6. What level of input from educators will we engage to address these questions well?
7. Whatever option is selected (i.e., purchase, develop), how much will it cost? How will it be funded?
8. Will assessments be adopted statewide or be left to individual school districts?
9. What about assessments for Pre-K 3? It was assumed that the Pre-K being mentioned is Pre-K 4.
10. How is growth measured compared to achievement?

This concluded the minutes from the first subcommittee meeting held on April 1, 2010.